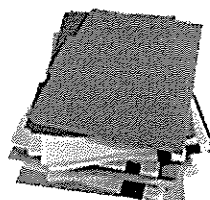


EVERY STUDENT, EVERY SCHOOL

Sydney Region Student Services  
Learning and Support  
1 November 2012

## Developing Student Profiles Workshop



### PARTICIPANT WORKBOOK CONTENTS

Tools- ABC Chart, Classroom Assessment, Playground Assessment

Student Profiles- prompts and template samples

Positive Partnerships Matrix and support materials

Behaviour Management- features and templates

Risk Management- prompts and templates

Case Study Activity

### A-B-C Chart

Student's name: \_\_\_\_\_  
School/site: \_\_\_\_\_

Observed from \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_ Completed by: \_\_\_\_\_

Behavior of concern: (be specific and clear)

[illegible]

## ISTB ASSESSMENT: CLASSROOM OBSERVATION

Client: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

Mins	On Task	Calls Out	Teacher 1-1	Out of Seat	Interaction with Peers		Comments
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
%							

## Scatterplot for the Playground

**Student:**

**Observer:**

**School:**

**Year:**

**Teacher:**

**Time observed:**

**Intervals:** (eg, 30 secs)

**Code:** A = Appropriate Behaviour

B = Verbal Aggression

P = Physical Aggression

Interval	Dates Observed				Total			Percentage		
					A	V	P	A	V	P
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
<b>Daily Totals</b>										
A										
V										
P										

## Behaviour Profile

This section needs to be completed by the teacher from whom advice is sought. This would be the staff member with the best relationship with the referred student.

Name: ..... Relationship to student: .....

I have found the following strategies to be the most effective with the referred student:

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> Positive Relationship     | <input type="checkbox"/> Praise               | <input type="checkbox"/> Acknowledgement  | <input type="checkbox"/> Encouragement                    |
| <input type="checkbox"/> Peer Recognition          | <input type="checkbox"/> Teacher Recognition  | <input type="checkbox"/> Feedback         | <input type="checkbox"/> Debriefing                       |
| <input type="checkbox"/> Sense of humour           | <input type="checkbox"/> Withdrawal           | <input type="checkbox"/> Isolation        | <input type="checkbox"/> Revision of rules & consequences |
| <input type="checkbox"/> Modified task or activity | <input type="checkbox"/> Simple instructions  | <input type="checkbox"/> seating plan     | <input type="checkbox"/> Firm boundaries                  |
| <input type="checkbox"/> Proximity                 | <input type="checkbox"/> Redirection          | <input type="checkbox"/> Visual cues      | <input type="checkbox"/> Teaching required skill          |
| <input type="checkbox"/> Take up time              | <input type="checkbox"/> Structure / routine  | <input type="checkbox"/> Quiet time       | <input type="checkbox"/> Referral to other teacher        |
| <input type="checkbox"/> Letter home               | <input type="checkbox"/> Phone parent / carer | <input type="checkbox"/> Parent interview | <input type="checkbox"/> Suspensions                      |
| <input type="checkbox"/> Behaviour card            |   |   |   |

I found the referred students learning style to be:

- |                                  |  |  |                                  |
|----------------------------------|--|--|----------------------------------|
| <input type="checkbox"/> Logical | <input type="checkbox"/> Interpersonal | <input type="checkbox"/> Kinaesthetic  | <input type="checkbox"/> Musical |
| <input type="checkbox"/> Spatial | <input type="checkbox"/> Verbal        | <input type="checkbox"/> Intrapersonal |                                  |

I used the following classroom management strategies

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Good working space       | <input type="checkbox"/> Distracters' minimised | <input type="checkbox"/> Good acoustics                   | <input type="checkbox"/> Good ventilation / heating |
| <input type="checkbox"/> Rules & Consequences     | <input type="checkbox"/> Group work             | <input type="checkbox"/> Flexible teacher positioning     | <input type="checkbox"/> Eye contact                |
| <input type="checkbox"/> Role modelling behaviour | <input type="checkbox"/> Behaviour goalsset     | <input type="checkbox"/> Processing time for instructions | <input type="checkbox"/> Voice modulation           |
| <input type="checkbox"/> Clear communication      | <input type="checkbox"/> Student empowerment    | <input type="checkbox"/> Building student responsibility  | <input type="checkbox"/> Fun                        |

Individual Learner Profile

Interests And Background	Name:	D.O.B:	Areas of Concern Strategies
	Personality Traits/ Intrapersonal Factors to Consider		
	Learning Behaviours Demonstrated		
Strengths/Abilities		Learning Needs/Specific Strategies	

## Activity 2.2 Planning matrix

	Communication	Social interaction	Repetitive behaviours Restricted interests	Sensory Processing	Information processing/ Learning style
Characteristics					
Impact					
Strategies					

## Planning matrix example 1

Sample matrix for a primary student with ASD and Intellectual Disability

	Communication	Social Interaction	Repetitive behaviours Restricted interests	Sensory Processing	Information processing/ Learning style
Characteristics	<ul style="list-style-type: none"> <li>uses 3-4 word sentences, often uses delayed echolalia, e.g. 'time for bell' when doing a non-preferred activity</li> <li>does not respond to group instructions</li> <li>often uses loud voice</li> </ul>	<ul style="list-style-type: none"> <li>likes to hug classmates, but doesn't like them to sit close to him</li> <li>doesn't use others' names</li> </ul>	<ul style="list-style-type: none"> <li>tries to hold figurines at all times</li> <li>will not use toilet at school if other children are present</li> </ul>	<ul style="list-style-type: none"> <li>hates bananas and becomes distressed if a class mate has one</li> <li>always moving out of his seat during class time</li> </ul>	<ul style="list-style-type: none"> <li>fantastic rote memory, loves to use coloured pencils</li> <li>is motivated by trains and 'Magic Bus' computer program</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Without 1:1 support is often unsure of what to do and then engages in non-productive activities e.g. wandering around room</li> <li>limited appropriate interaction with classmates</li> </ul>	<ul style="list-style-type: none"> <li>limited interaction with classmates, most day to day interaction is with adults</li> <li>some peers are wary of student</li> </ul>	<ul style="list-style-type: none"> <li>limited capacity for learning activities while holding figurines</li> <li>needs adult support for toileting</li> </ul>	<ul style="list-style-type: none"> <li>distressing for student and others</li> <li>reduced time for learning and distracting for others</li> </ul>	<ul style="list-style-type: none"> <li>is co-operative when motivated, or preferred things are present</li> <li>compliance decreases when preferred things are absent</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>give instructions 1:1 &amp; use visual strips to help understanding of what to do</li> <li>'first – then' with preferred activity 2nd as motivation</li> </ul>	<ul style="list-style-type: none"> <li>define boundaries of seating place using carpet square</li> <li>Practise verbal greetings, teach names</li> </ul>	<ul style="list-style-type: none"> <li>build time for figurines into routine but limit access at other times using 'finish' box</li> <li>try a 'toilet' social story</li> </ul>	<ul style="list-style-type: none"> <li>class to forewarn teacher of banana, student to be moved away from source</li> <li>assess movement needs</li> </ul>	<ul style="list-style-type: none"> <li>modify tasks to include motivators where possible</li> <li>use computer as 'reward' for completion of non-preferred activities</li> </ul>



**Activity: 3.1****Profile 1****Student Name****Teacher:****Year:****Motivators:****Strengths:****Challenges:****Recommended accommodations and adjustments:**

Photo



# Learner Profile

## Profile 4

<b>Student Name:</b>	<b>Year:</b>	<b>Homeroom: Home teacher:</b>	<b>Primary Disability:</b>
<b>Interests/Likes:</b>		<b>Strengths:</b>	
<b>Stage Outcomes: English:</b>		<b>Life Skills Outcomes and Content - if applicable:</b>	
<b>Maths:</b>			
<b>NAPLAN Year 7</b>			
<b>Numeracy Band:</b>	<b>Reading Band:</b>	<b>Writing Band:</b>	<b>Language Conventions: Grammar and Punctuation Band: Spelling Band:</b>
<b>Implications of Disability in the Classroom:</b>			
<b>Communication:</b>	<b>Social Interactions:</b>	<b>Rigid/Repetitive Behaviours:</b>	<b>Sensory Issues:  Information Processing:</b>
<b>Key Adjustments Required</b>			
<b>Communication:</b>	<b>Social Interactions:</b>	<b>Rigid/Repetitive Behaviours:</b>	<b>Sensory Issues:  Information Processing:</b>
<b>Assessment:</b>		<b>Reporting:</b>	

# BEHAVIOUR MANAGEMENT PLANS

## Features of useful behaviour plans

### S<sub>pecific</sub>

- must relate to individual needs
- targets need to be specific

### M<sub>easurable</sub>

- set a baseline from which to begin
- targets should include a criteria for success so that everyone knows when success is achieved

### A<sub>chievable</sub>

- should be based on small, graded steps in order to ensure success
- should build on what student can already do

### R<sub>elevant</sub>

- should relate to student's interests and motivation
- consult with student when planning program
- consult/inform parents and staff

### T<sub>ime-limited</sub>

- plan regular review (2-5 weeks)

# Individual Teaching and Learning Plan

Name:

Year:

FACULTY/KLA:

What are this student's learning strengths?	What helps this student engage with learning?	What helps this student to remain calm?	What strategies/ adjustments are needed?

Target	Strategies/ Adjustments	Who	When	Review Date

Principal or delegate

Learning Support

Parent

Date of endorsement: \_\_\_\_\_

BEHAVIOUR MANAGEMENT PLAN

Name:		Year:	Date:	Teacher:	
Target Behaviours:					
Challenging Behaviour	Possible Triggers for Challenging Behaviour	Possible Function	Management Strategies	Review Date	

## Student behaviour analysis and prompt sheet

Name of Student \_\_\_\_\_ DOB \_\_\_\_\_ Date of Assessment \_\_\_\_\_  
 Planned review date \_\_\_\_\_  
 Sheet completed by \_\_\_\_\_ Position \_\_\_\_\_

### 1. Behaviour Identification

What behaviours cause a risk of harm?	Who/What is likely to be affected?
<input type="checkbox"/> Attacks using 'weapons': scissors, knives, pens <input type="checkbox"/> Physical attacks eg punching, hitting, kicking, biting <input type="checkbox"/> Throwing projectiles: directly or indirectly <input type="checkbox"/> Property damage: random or targeted <input type="checkbox"/> Absconding – encouraging others to abscond <input type="checkbox"/> Sexual harassment or abuse <input type="checkbox"/> Prohibited drug distribution, possession or use	<input type="checkbox"/> Self <input type="checkbox"/> Other students <input type="checkbox"/> Staff <input type="checkbox"/> Visitors <input type="checkbox"/> Property

### 2. Analysis of the Context of the Behaviour

What is the purpose of the behaviour?	What can trigger the behaviour?	Where is the behaviour likely to occur?	When is the behaviour likely to occur?	Other contributing factors?
<input type="checkbox"/> Communication <input type="checkbox"/> Acquisition <input type="checkbox"/> Attention <input type="checkbox"/> Social/Belonging <input type="checkbox"/> Avoidance/Escape <input type="checkbox"/> Stress/Anxiety <input type="checkbox"/> Sensory stimulation <input type="checkbox"/> Frustration/Failure <input type="checkbox"/> Boredom <input type="checkbox"/> Self protection <input type="checkbox"/> Power/Revenge <input type="checkbox"/> Excitement/thrill of it <input type="checkbox"/> Other:	<input type="checkbox"/> <b>individuals</b> <input type="checkbox"/> <b>situations</b> <input type="checkbox"/> <b>events or objects</b> may trigger identified behaviour?  <input type="checkbox"/> <b>individuals</b> <input type="checkbox"/> <b>situations</b> <input type="checkbox"/> <b>events or objects</b> may decrease the occurrence of the behaviour?	<input type="checkbox"/> Classroom <input type="checkbox"/> Specialist classrooms <input type="checkbox"/> Playground <input type="checkbox"/> Excursion <input type="checkbox"/> In transit <input type="checkbox"/> Transition from one activity to another <input type="checkbox"/> At home <input type="checkbox"/> Other:	<input type="checkbox"/> Specific times: <input type="checkbox"/> Specific activities: <input type="checkbox"/> When alone <input type="checkbox"/> Morning/afternoon <input type="checkbox"/> Lunchtime <input type="checkbox"/> Before/after custodial visits <input type="checkbox"/> Before/after change in routine <input type="checkbox"/> Other:	<input type="checkbox"/> Cumulative impact of the behaviour <input type="checkbox"/> Vulnerability of other students <input type="checkbox"/> Cognitive ability <input type="checkbox"/> Communication ability <input type="checkbox"/> Motor/perception ability <input type="checkbox"/> Medical and health care needs <input type="checkbox"/> Other:

### 3. Risk Assessment

Consider the intensity or gravity of the behaviour and its possible outcome in terms of the following:  
 (Only tick boxes if assessing a single behaviour)

#### Risk Rating

Likelihood or frequency of the behaviour occurring	Duration	Severity and extent of harm that may occur	Prioritise
<input type="checkbox"/> Seldom <input type="checkbox"/> Occasionally <input type="checkbox"/> Weekly <input type="checkbox"/> Daily <input type="checkbox"/> ** times per day: <input type="checkbox"/> Other:	<input type="checkbox"/> 0-1 min <input type="checkbox"/> 1-5 min <input type="checkbox"/> 5-10 min <input type="checkbox"/> up to 1 hour <input type="checkbox"/> over 1 hour <input type="checkbox"/> constant <input type="checkbox"/> Other:	<input type="checkbox"/> Death or permanent disability <input type="checkbox"/> Long term illness or serious injury <input type="checkbox"/> Medical attention and time off <input type="checkbox"/> First aid needed <input type="checkbox"/> Time to recover <input type="checkbox"/> Other:	<p><b>High risk:</b> deal with immediately</p> <p><b>Moderate risk:</b> deal with as soon as possible.</p> <p><b>Low risk:</b> deal with when able to do so</p>

#### 4. Student Behaviour Risk Management Planning

##### School Environmental Preventative Strategies

Premises and Equipment	Systems of Work Organisational Management	Work Practices and Personal Management	Professional Learning
eg: <input type="checkbox"/> Isolate or substitute potential risk items <input type="checkbox"/> Remove potential projectiles <input type="checkbox"/> Rearrange the environment <input type="checkbox"/> Planned safe space/time out <input type="checkbox"/> Other:	eg: <input type="checkbox"/> Supervision roster <input type="checkbox"/> Welfare & Discipline system <input type="checkbox"/> Roles & responsibilities of Teachers Aid (Special) /Classroom Teacher <input type="checkbox"/> Availability of calm space <input type="checkbox"/> Planned strategies to access safe space <input type="checkbox"/> Training levels of staff <input type="checkbox"/> Method of communicating behaviour strategies <input type="checkbox"/> Incident management including recovery strategies <input type="checkbox"/> Other:	eg: <input type="checkbox"/> Remove access to situations or objects that may trigger or maintain the behaviour. <input type="checkbox"/> Remove unnecessary demands or requests <input type="checkbox"/> Program situations/objects that may prevent behaviour occurring <input type="checkbox"/> Eliminate or change location or time of activity <input type="checkbox"/> Facilitate communication strategies <input type="checkbox"/> Facilitate coping strategies <input type="checkbox"/> Facilitate predictability <input type="checkbox"/> Personal management strategies <input type="checkbox"/> Proximity controls / evasive strategies <input type="checkbox"/> Other:	eg: <input type="checkbox"/> Provision of plan to new staff <input type="checkbox"/> Professional Assault Response Training (PART) <input type="checkbox"/> Non-violent Crisis Intervention Training <input type="checkbox"/> Writing behaviour plans <input type="checkbox"/> Other:

##### Student-Focused Preventative Strategies

Curriculum Supports	Behaviour Supports	Communication Supports
<input type="checkbox"/> Appropriate and relevant content and outcomes <input type="checkbox"/> Social Skills programs <input type="checkbox"/> Community Based Activities <input type="checkbox"/> Increased time on tasks <input type="checkbox"/> Other:	<input type="checkbox"/> Redirect into appropriate activities <input type="checkbox"/> Classroom seating <input type="checkbox"/> Behaviour goals <input type="checkbox"/> Self assessment/monitoring <input type="checkbox"/> Positive reinforcement eg rewards tailored to student <input type="checkbox"/> Anger control programs <input type="checkbox"/> Other:	<input type="checkbox"/> Augmentative communication programs to address communication needs <input type="checkbox"/> Picture Exchange Communication System (PECS) <input type="checkbox"/> Social Stories <input type="checkbox"/> Other:

#### 5. Monitor & Review

Risks	People	Context	Controls	Actions
Any new risk behaviours?	Any new people at risk?	Any new contexts?	Any new controls/strategies?	What action needs to be taken?

##### Consultation and information sources

##### Communication

Pre-enrolment: <input type="checkbox"/> Caregivers <input type="checkbox"/> Previous school Learning Support Team <input type="checkbox"/> Previous staff involved with student <input type="checkbox"/> School Counsellor <input type="checkbox"/> Student <input type="checkbox"/> Access / Request information <input type="checkbox"/> Regional Office staff <input type="checkbox"/> Other agencies <input type="checkbox"/> Other:	Post-enrolment: <input type="checkbox"/> School Learning Support Team <input type="checkbox"/> All staff involved with the student <input type="checkbox"/> Caregivers <input type="checkbox"/> Student <input type="checkbox"/> School Counsellor <input type="checkbox"/> Regional Office staff <input type="checkbox"/> Other agencies <input type="checkbox"/> Other:	To: <input type="checkbox"/> All staff <input type="checkbox"/> Parents <input type="checkbox"/> Other:	Via: <input type="checkbox"/> Planning meetings <input type="checkbox"/> Review meeting <input type="checkbox"/> Letters home <input type="checkbox"/> Staff meetings <input type="checkbox"/> Welfare meetings <input type="checkbox"/> Charts and graphs/ incident reporting mechanisms <input type="checkbox"/> Other:
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## Risk Management Plan Proforma: Student Behaviour

Name of student:

Year:

School:

Date:

Behaviour Identification <i>What behaviours cause the most concern?</i>	Context <i>What is the purpose of the behaviour? What can trigger the behaviour? Where is the behaviour likely to occur? When is the behaviour likely to occur? Other contributing factors?</i>	Assess Risk	Elimination or Control Measures <i>Identify strategies for the environment, work practices and the student to:</i> <ul style="list-style-type: none"> <li>• <b>Eliminate or minimise triggers</b></li> <li>• <b>Manage the behaviour safely</b></li> <li>• <b>Respond safely if behaviour escalates</b></li> </ul>	Who	When
<i>Risk of injury to self from:</i>					
<i>Risk of injury to other students from:</i>					
<i>Risk of injury to staff from:</i>					

Relevant additional information reviewed and attached: Yes / No

Plan prepared by:

Position:

Date:

Prepared in consultation with:

Communicated to:

**Monitor and Review:** Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs. **Planned review date:**



# Developing Student Profiles Workshop

1 November 2012

Think of a student you know (or use the following case study) to draft either a ***Student Profile, Student Matrix, Individual Management Plan*** or ***Risk Management Plan*** using one of the sample templates provided.

## JAMES

- Year 5
- 3 previous schools
- Four siblings: 1 older, 2 younger
- Parents have casual employment and struggle financially
- Enrolled beginning of Term 3 from interstate
- Average ability
- Academic outcomes significantly below peers
- Enjoys art and sport (particularly rugby league)
- Reluctant reader/writer
- Constant low level classroom disruption... calling out, wandering in room, off task, teasing peers, disorganised, borrows equipment, rarely finishes work, difficulty following directions, forgets instructions, rarely completes homework
- Playground disruption... out of bounds, interfering with others' games, steals equipment/toys, no friends
- Has been verbally abusive to peers, but not to staff
- On 2 occasions, he has climbed on the canteen roof and refused to come down
- Recent diagnosis of ADHD and ODD (also possible anxiety and depression)

# Case Study: Michael

GRADE: 8

SCHOOL: Billy Bob High

BEHAVIOURS OF CONCERN:

*Group 4*

- Lies and steals
- Aggressive behaviours-spitting, hitting
- Extremely distracted
- Not engaged in learning
- Throws objects
- Screams
- Disrupts the class
- Turns around and calls out

FREQUENCY: Varies

LOCATION: At home, in the community, playground and in the classroom and playground.

DIAGNOSIS: none

INITIAL FINDINGS:

- Aggressive behaviour associated with anger and frustration
- Lies about his family life and school related things
- Can become overly attached to a person and then can be cold towards that person
- Enjoys positive and negative adult attention

# Case Study: Kylie

*Group 5*

GRADE: 8

SCHOOL: Locomotion High School

BEHAVIOURS OF CONCERN:

- No one she is close to at school
- Homework or assignments often not completed or handed in
- Has been known to self harm
- Doesn't participate in lessons
- Doesn't ask or answer questions
- Shy and quiet
- May have learning disability
- No behaviours that interrupt others

FREQUENCY:

Daily, all classes

LOCATION:

Classroom and playground

DIAGNOSIS: Anxiety disorder

INITIAL FINDINGS:

- Parents recently separated
- Poor social skills
- Apathetic